

<p><b>Cover:</b> <span style="float: right;"><b>2</b></span>  <i>We know the name, or title of this book because we read it a few days ago. It's.... Yes, that's right. The title of this book is Whistle for Willie. We are going to read this book again today, and you can help me remember what happens in the story.</i></p>	<p><b>Page 2-3</b> <span style="float: right;"><b>2</b></span>  <i>Point to Peter. Here's Peter. It doesn't look as though he's doing anything right now, does it? And he looks a little sad. What does Peter want to do- what does he wish he could do?</i>  <i>That's right he wishes he could whistle</i>  <b>Read Page 2</b> <i>We know from last time that he finally learns, but it takes him a long time, doesn't it?</i></p>	<p><b>Page 4-5</b> <span style="float: right;"><b>2</b></span>  <i>Point to figures. What is happening over here? ... Yes, this older boy is playing with his dog. <b>Read Page 4.</b></i>  <b>Read first line of Page 5.</b> <i>Then what did Peter do? Point to Peter on page 5. (Children may say turned around or tried to whistle.) Yes, Peter started turning himself around, after he gave up trying to whistle. What happened after Peter turned himself around and around very fast?... <b>Finish reading page 5.</b></i></p>
<p><b>Page 6-7</b> <span style="float: right;"><b>2</b></span>  <i>Peter became dizzy. <b>Read pages 6-7</b></i>  <i>He was spinning around and around so now everything seems to be moving. Peter looks like he might tip over, or lose his <b>balance</b>. Doesn't he? What happened to Peter next? Turn page to assist recall.</i></p>	<p><b>Page 8-9</b> <span style="float: right;"><b>2</b></span>  <i>Yes, Peter saw his dog, Willie, and hid in this empty <b>carton</b>, this big cardboard box right here. Point to <b>carton</b>.</i>  <b>Read page 8</b>, define <b>wink</b>, show children how to give a quick <b>wink</b>, and invite children to try winking themselves. <i>A <b>wink</b> is very fast, isn't it? Why did Peter climb into the carton as <b>quick as a wink</b>? That's right. He didn't want Willie to see him, so he had to move quickly. Then what happened? What did Peter want to do once he was in the <b>carton</b>? (He wanted to <b>whistle</b>) Yes, it says so right here in the book. <b>Read the top of page 9</b></i></p>	<p><b>Page 10-13</b> <span style="float: right;"><b>2</b></span>  <b>Read from page 10 to the first line on page 13.</b> <i>Point to the chalk line as you summarize what happened. He started here after he got out of the <b>carton</b>, then he drew on the sidewalk around the corner, and then around these girls jumping rope. (Turn the page.) And then he went around this barbershop pole and right up to his front door. That's when he tried to whistle again, remember? He sure was trying hard, wasn't he? It says in the story, "He stood there and tried... till his cheeks were tired" And was he able to whistle this time?.... No, it says here on page 13, "But nothing happened."</i></p>
<p><b>Page 14-15</b> <span style="float: right;"><b>2</b></span>  <b>Read the first sentence on page 15</b>, then point to Peter. <i>What is Peter doing here? ..... Yes, it looks as if Peter is trying to whistle again, and he's wearing an old hat of his father's He wants to feel more grown up. Maybe he thinks if he looks more grown up, he'll be able to whistle. But is he able to whistle this time? (No) <b>Read the rest of the page.</b></i></p>	<p><b>Page 16-17</b> <span style="float: right;"><b>2</b></span>  <i>Oh, what is happening here? (After children offer their ideas, <b>read the text to confirm</b>) It says right here in the story that Peter pretended to be his father by wearing his hat and talking like him. Peter's mother played along with the game, didn't she? She pretended that he was his father, and she told him where she thought Peter would be playing. Then Peter decided he would go outside.</i></p>	<p><b>Page 18-19</b> <span style="float: right;"><b>2</b></span>  <i>Oh, what is Peter doing right here? (Point to Peter walking on the crack...p 18) See how he has his arms raised out by his sides? He's trying to keep his <b>balance</b>- to stay level so he doesn't tip over to one side or the other or fall off the crack. Point to Peter on p 19. What's happening here?.... It looks as if Peter is running. Do you remember what that dark area on the wall is called? Yes that's his shadow. (Gesture to where the sun is) The sun must be over here and Peter's body is blocking some of the sunlight. That's why there is a <b>shadow</b> on the wall. Peter is trying to run away from his <b>shadow</b>, I don't think he will ever get away from it, do you? <b>Read the text.</b></i></p>
<p><b>Page 20-21</b> <span style="float: right;"><b>2</b></span>  <i>Oh, what's Peter doing here? Point to Peter on page 20 and pause as children respond. <b>Then read the text.</b></i></p>	<p><b>Page 22-23</b> <span style="float: right;"><b>2</b></span>  <i>Next, Peter crawled under the carton on his hands and knees so he'd be hidden from Willie. Then what did he do? (He whistled) <b>Read</b>, "Suddenly- out cam a real whistle!"</i>  <i>Peter probably wasn't expecting a whistle to come out, because it didn't happen all the other times he tried. But he did it this time!</i>  <i>Look at Willie. (Point to dog.) Do you think he is surprised too?....</i></p>	<p><b>Page 24-25</b> <span style="float: right;"><b>2</b></span>  <b>Read page 25.</b> <i>Now Willie knows who whistled. Look at the smile on his face! Do you think he looks happy to find out that it's Peter?</i></p>

**Page 26-27** **2**  
**Read page 27** *So Peter raced home to show his mother and father that he could whistle. Why did he run home so fast?*

*And how do you think his parents- his mother and father- felt about his whistling? How do you know that? Guide children to notice the clues in the pictures.*  
*Do you remember what happens next?*

**Page 28-29 Read pages 28-29** **2**  
*That was fun when Peter could finally whistle, wasn't it?*

**Story Discussion:** **2**  
*Now, why do you think Peter kept on whistling at the end of the story? Guide discussion. Peter wanted to do something he just learned, he wanted to practice, and he liked to whistle.*  
  
*We need to stop reading for today. We'll read Whistle for Willie again another day.*